

ANNUAL REPORT
OF THE
Board of Education



1942-1943



BLOOMFIELD, NEW JERSEY

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BLOOMFIELD PUBLIC SCHOOLS
BLOOMFIELD, NEW JERSEY

To the Board of Education,
Bloomfield, New Jersey:

This Annual Report is submitted with a realization that much of the program of our schools has not been adequately covered. The unsettled conditions of this past year have made a marked imprint upon the schools of Bloomfield, as elsewhere. Conditions have changed and are still changing. We are "A Schools at War". I have tried to select for emphasis the features of our program that will give a comprehensive picture of what we have done and what we plan.

As a school system we have contributed largely to the war effort. Through the common effort of our teaching staff, we have impressed every boy and girl with the essential rightness of the cause for which we are engaged. The entire personnel has given much to the battle of the homefront. They have served in the several rationing projects; they have promoted the sale of War Stamps and Bonds; they have greatly assisted the agencies and war activities of the town; 100% of the personnel are buying bonds through payroll deductions.

In addition to the war activities, our teachers have carried on the normal program of the school, the program to train our boys and girls of today to become even better adult citizens of tomorrow. This has been possible because of the fine work and cooperation of our staff and our boys and girls under such trying conditions. I commend them to you for their loyalty and cooperation throughout the past school year.

The gearing of our schools to the war effort has been a tremendous task. Courses of study have been revised in order to draw the student closer to the nation's history and to stimulate patriotism. New courses of study have been introduced to prepare young men for the armed forces. In the secondary schools, the entire curriculum has been revised to meet with the purpose and objectives of the Victory Corps Program.

In addition to all this, the administration is attempting to look into the future, and trying to plan for the time when

we will once again be at peace with the nations of the world. Through the cooperative efforts of principals, supervisors, and teachers, a long-range program is being set up through which our schools may make steady progress and improvement in the years to come.

To the members of the Board of Education, I wish to express my sincere appreciation for their cooperation and support and for their broad vision concerning the problems of the administration of our schools.

Respectfully submitted,

HENRY T. HOLLINGSWORTH,
Superintendent of Schools.

REPORT SCHOOL YEAR 1942-43

THE ELEMENTARY SCHOOLS

The elementary schools have been motivated by the belief that training for living in a democracy is the main purpose of education. We are attempting to accomplish this purpose by providing opportunities for each child to develop to the maximum his potential abilities. It is our belief that the proper way to learn how to live in a democracy is to live in one. For this reason, our schools have been organized on democratic principles.

Changing conditions of world affairs and our own country being involved in a world war offer a different challenge in contrast to a world at peace. The elementary schools this year have had to face the two-fold task of protecting the younger children from the unrest of the times, and leading them into activities that give them a feeling of sharing in the adult effort of America at War. All of us take great pride in the accomplishment of the children in Bloomfield, who have so enthusiastically and ably supported the war effort. We respect the judgement of the teachers who have kept these same children on an even keel, looking to a future which will leave them with the skills and attitudes so needed to re-build the shattered world which will become their heritage.

Supervision in our elementary schools is the direct responsibility of the elementary principals. They are assisted by the general supervisor of elementary education. Their concept of supervision is an educational service coordinating the efforts of all persons concerned with the guidance of child growth toward responsible, self-directing maturity. This concept was carried out in the fall school semester, when the elementary schools united with all forces in the community to launch the program of giving material assistance for the defense of our American institutions.

One of the most valuable contributions of supervision is to analyze the children's needs, interests, and capacity for growth, as the only sound point of departure in developing a program of guidance. Accordingly, children are referred to the supervisor in several ways. In many cases, they are selected from their test records as these indicate deviations. Such referrals are recorded and the welfare of the child in question is made subject of a teacher, supervisor, and principal conference. Such a procedure develops acuity both of teacher and supervisor, as they together try to analyze the whole situation and plan the remedial measures to be taken.

During the fall semester a number of professional meetings were combined with the "Refresher Course" with many desirable outcomes. Because of the alarming shortage of substitutes, an appeal was made through the newspapers and Parent-Teacher Associations for volunteers for this work. In order to bring many of the volunteers up to date on current methods of teaching and familiarize them with the work in our own schools, a series of meetings was planned under the direction of Miss Aagesen.

The first two of these meetings were led by Miss Stauffer, a reading specialist, who demonstrated with classes of children in the first four grades. These demonstrations were followed up with a general discussion of reading planning, under the general headings of approach, preparatory word study, silent reading, oral follow up, phonetics, individual check of reading habits, reading age, grouping, and other general factors. At the third meeting, Dr. Viola Theman, Elementary School Consultant of East Orange, talked on the problems of the Language Arts in the Elementary School. The discussion covered the general field of spelling, grammar, composition, penmanship, and reading, as well as the new concept that puts emphasis on a child's thoughts, ideas, interchange of ideas with his companions and the world, and seeks to help him express and record such material in oral and written forms that (1) satisfy his needs for self-expression and communication and (2) meet practical standards of spelling, punctuation, penmanship; or voice, posture and enunciation.

The fourth session considered the problems of mathematics and social studies in the elementary schools. Mr. M. A. Bigelow discussed the problem of arithmetic within the various grade levels, through grades I to VI inclusive, and the philosophy upon which this was based. Mr. J. C. Wilson, Sr., discussed the social studies within our own schools, from the standpoint of the present challenge to American Education, Bloomfield's philosophy and objective in social studies, the overall aim, related goals, the approach, major themes, and the appraisal of results.

At the fifth meeting, Dr. John Milligan of the Jersey City State Teachers College discussed the Elementary School of Today. This discussion centered around the problems of what the elementary schools are trying to do, how the elementary schools are accomplishing these aims, and appraising results.

As a result of this series of meetings, twenty-five new

substitutes were made available. In addition to this, the large attendance of our own staff made it possible to bring to them an overall picture of our general program of elementary education.

Our testing program is a valuable means of watching the growth of children. In addition to being able to compare our children with the standards set by the country at large, the study of these records by the supervisor, principal, and teacher has helped in individual diagnosis and placement. Age grade scales have also been developed. Each principal has been given graphs of his own school, as well as those of the town as a whole. In addition to this, statistical studies and summaries have been made of fifth grade IQ levels; fourth and fifth grade achievement levels; and third grade studies of reading achievement and age distributions. The results this year show a favorable comparison between the achievement of Bloomfield pupils and the national averages of the tests used.

A most valuable service has been rendered by Miss Anna Cahaley in her remedial work within the various schools. Special remedial reading instruction has been given to sixty-one cases. Parents have been invited to visit remedial classes and home visits have been made. This was done in an endeavor to gain the parents' cooperation in overcoming physical disabilities which were preventing success in reading.

Summarizing the results of this remedial work, there has been a gain of one hundred and six years, with an individual gain range from two months to three and a half years. Of the number treated, fourteen are now "up-to-grade" and twenty-one "within" the grade of reading ability. The remedial reading instruction is not a substitute for classroom instruction but an addition to it.

Changes in our elementary school program have been brought about due to the impact of the war. Shifts in emphasis on the school program have been notable, with increased emphasis in the physical well being of the child, character building and citizenship, and upon cooperation and living together.

Great emphasis has been given to the guidance program in the elementary schools. This program has been based upon the philosophy that each child is worthwhile to himself, his family and his community. In order to secure maximum development of each child, it is necessary that we study him as an individual. Personality and aptitude inventories are made of the child. In addition to this, achievement test results are recorded which give a general picture of the prog-

ress and deficiency areas of the child. These records are filed in the accumulative folder to be studied as the child progresses through school. Our schools have cooperated with all agencies which have the welfare and the development of children as their major aim. The League for Friendly Service is to be especially complimented on the speed and efficiency with which it moves on a call for help from the schools.

The matter of inservice training of teachers has been well handled through the cooperative effort of principals and teachers. During the year a series of group discussions has been arranged around such topics as follows:

1. Child adjustments
2. Science program in the air age
3. Schools at War Program
4. Discovering pupil aptitudes
5. Grouping practices
6. Promotional practices

and other equally important subjects.

One of the very strong features of our school work is the activity program. The accomplishment and the educational value derived from such a program are inestimable. Included in this field are all the club activities, such as the Junior Red Cross, Glee Clubs, Aeronautics Clubs, Adventure Clubs, Current Event Clubs, Service Clubs, Student Councils, Junior Patrols, and many others. The development of citizenship, cooperation, poise, understanding, and many other qualities through this medium is of great value in our educational program.

It is fitting that we should here commend those hundreds of parents, who are members of our Parent-Teacher Associations, for their fine cooperation with the teachers and school officials. Many of their suggestions have been of great value in the administration of our schools. Some of these associations have made definite contributions of physical equipment and financial aid to the school program. One group successfully established a lunch program for the children of working mothers. The Parent-Teacher Associations working with the schools will bring about a better understanding of our aims and purposes and be of aid and assistance in accomplishing them.

JUNIOR HIGH SCHOOL

No unit of our school system needs to be as alert to changing conditions as the Junior High School. Since this

unit is foundational to the whole secondary program, demands upon the secondary school should be immediately reflected in basic adaptations at the Junior High School level. Unless this is done, our whole secondary program will lag behind and become outdated. This past year has shown that our conception of program, and staff preparation, for the Junior High School, is one that is easily adjustable to meet the changing needs of education for the children of Bloomfield, without sacrificing the opportunities for general development.

Because our courses in the Junior High School were already drawn to reflect the needs of the community, no major revisions were necessary to meet the new demands. The main adaptations consisted in redirection of emphasis, greater insistence upon mastery of certain basic concepts, some new, and the demand that pupils show a sense of personal responsibility for themselves, their town, and their country.

English as a language to be used for intercommunication is the study that makes for a more enlightened citizenry. Enlightened, because the understanding engendered by reading and speaking enables our pupils to distinguish the false from the true, in propaganda, and in the cliches of would-be demagogues. The literature of aviation, the expansion to global concepts of communication, and the biographies of great leaders are contributing factors to basic training for our future citizens.

Mathematics is necessary for an air-minded generation. Our children must view distances in terms of hours. The slide rule is an instrument for all. Formulae mean more than mental agility. Speed and accuracy are more closely linked. Alertness becomes a characteristic of survival.

Health and Safety Education have in one stride assumed the place intended for them, but never before attained. To be healthy in mind and body is more than ever understood as necessary to individual and national survival. Our health program now includes the Junior Red Cross First Aid course. The afternoon seasonal programs care for more than 400 boys and 380 girls. Safety education in our Junior High School includes radio techniques of speaking and script writing, since many programs are broadcast over the school's public address system. This type of subject correlation shows real educational direction.

The Social Sciences are facing the challenge of training for world citizenship globally conceived. The study of other cultures is, now, of deeper significance. The study of our

American neighbors is now one of the major units of the ninth grade. The emphasis has changed from the privileges of a democracy to a greater emphasis upon the responsibility a democratic citizen must assume, if our country is to retain its place as a leading world power. The town and state governments are studied in detail. The strengths as well as the weaknesses are pointed out. Democracy, if it is to survive, must be indoctrinated. The cooperation of the town departments, particularly the Police department, in demonstrating their work to visiting groups of pupils has been of incalculable value and is greatly appreciated.

All subjects correlate with the increasing importance of science. "Basic principles of aerodynamics are meaningless unless applied with the concepts of world citizenship." Our General Science course emphasizes, first those principles demanded by the armed services, and second those every citizen should know. Here we lay those foundations upon which the specific instruction of the Victory Corps is based. It would be better, if it were possible at this time, to have all pupils in the ninth grade of the Junior High School take science.

In providing opportunities for discovering and developing the latent abilities of our pupils, our Junior High School is one of the leaders of the state. Not only has this program served as a discovery, but it has provided for the all-around development of all our pupils. All boys and sixty girls take industrial arts and mechanical drawing. If our facilities were larger more girls would avail themselves of the training afforded. Our musical organizations are four glee clubs, a spiritual choir, a band, an orchestra, and a swing band. The glee clubs number over 400, the band and orchestra 70 each. The general club program of 40 minutes a week has 38 active clubs with a total membership of about 1350 or 90% of the entire student body. The assembly programs, once a week, are designed, written, and produced by the pupils in all except a few cases.

The guidance department has the services of three teachers part of the day, and has done well in solving the educational and social problems it can handle. An expansion of this phase of the program will come slowly enough to preserve its efficiency.

The time of one teacher for three periods a day is devoted to remedial English work for those with special difficulties. As a pupil reaches his grade level he is dropped from the special instruction classes unless he again falls behind. By March, 61% of those who had started in September and October had reached or exceeded their normal grade level.

Of these, 66% were more than one year above, in reading for comprehension. A total of 191 pupils were given this help for varying periods of time during the year. This is one of the best measures to prevent the pupil failures that are costly to the town.

The library now has a total of 5154 books and 126 magazines, newspapers, and pamphlets. The average monthly attendance was 9816. The average monthly circulation was 3149 books and 555 pictures. This means an average daily attendance of 517 pupils. The greatest single day's attendance was 630 on January 15. The greatest month's attendance was 10,540 in March.

The Junior High School teachers have used a unique in-service training device with excellent results. The head of each department under the guidance of the principals, Mr. Skogsberg and Mr. Krueger, schedules an inter-teacher visitation program. A teacher who has a particular difficulty will visit one who demonstrates a mastery of such a problem. After the visit, consultations are held with the principals and department head about the problem, and methods are instituted to help the situation. This is a very interesting use of the abilities of the staff to help one another and indicates a high degree of cooperation and good fellowship. Other school units could profitably use an adaptation of this program.

SENIOR HIGH SCHOOL

The events of recent months have affected the program of the Senior High School and the plans of its students more than any other level of our school system. These young people are now subjected to the demands of a wartime program. Some of these demands are required by law, and others no less compelling by economic pressures. Physically fit young men, upon reaching eighteen years of age, are subject to induction into the armed forces. The young women cannot at present plan for lives they could have chosen before. They too feel the compulsion to serve their country, as a member of an auxiliary service of the armed forces, or by replacing men in community services, industry or agriculture. The social experiences of these students are constantly modified by the unusual forces of wartime.

Therefore, modification of the traditional senior high school program became obligatory. These modifications were to help the students meet immediate demands more satisfactorily without losing those things of long term value. By the cooperative efforts of the principals, supervisor of

secondary education, and the teachers the necessary adaptations and changes were made. Further refinements will be made to meet changes as they arise. The following statements outline the basis underlying the revisions of the program necessary for the establishment of the Victory Corps:

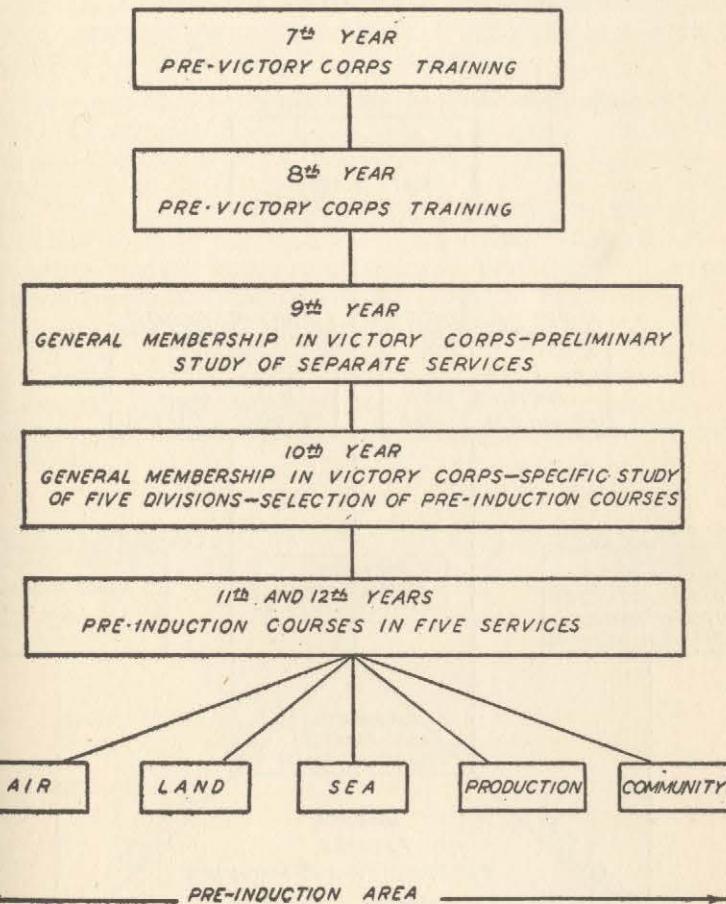
1. Those parts of the educational program of proved worth should be continued and expanded.
2. Special training courses for those likely to enter the Armed Forces or critical occupations upon leaving high school should be offered.
3. The school program should be so organized and directed that students may appreciate the issues involved in this war and understand for what they are fighting.
4. Pre-college curricula appropriate to prevailing and probable future conditions should be maintained for those who may profit thereby.
5. An adequate Guidance program is more important now than ever before.

The High School Victory Corps is a means through which the pupils in all the high schools of the land may identify themselves with the war effort. Each school is free to work out its own program detail. The two main objectives are:

1. To encourage pupils to choose and prepare for that phase of the national war effort to which they can make their maximum contribution, within the limit of choice that is theirs.
2. To take some active part in their own community's war effort while they are yet in school.

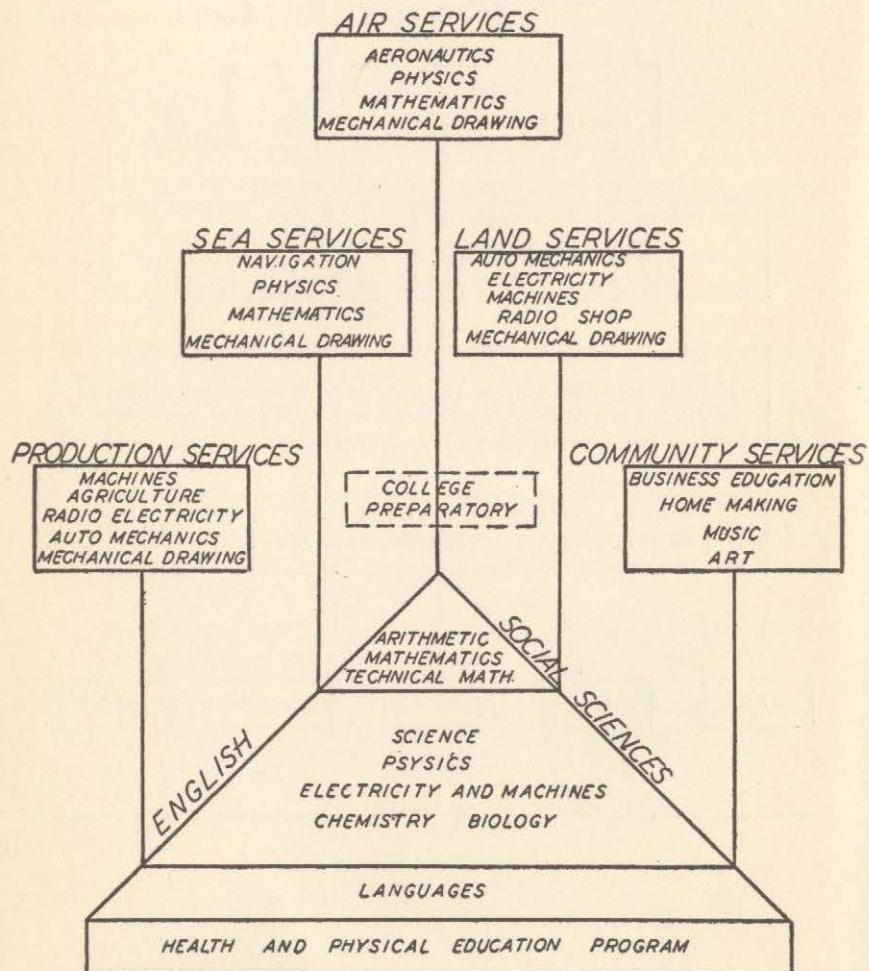
The following chart shows the articulation of The Victory Corps as organized in our secondary schools.

CURRICULAR ARTICULATION OF THE VICTORY CORPS



VICTORY CORPS EDUCATIONAL PROGRAM

BLOOMFIELD HIGH SCHOOL



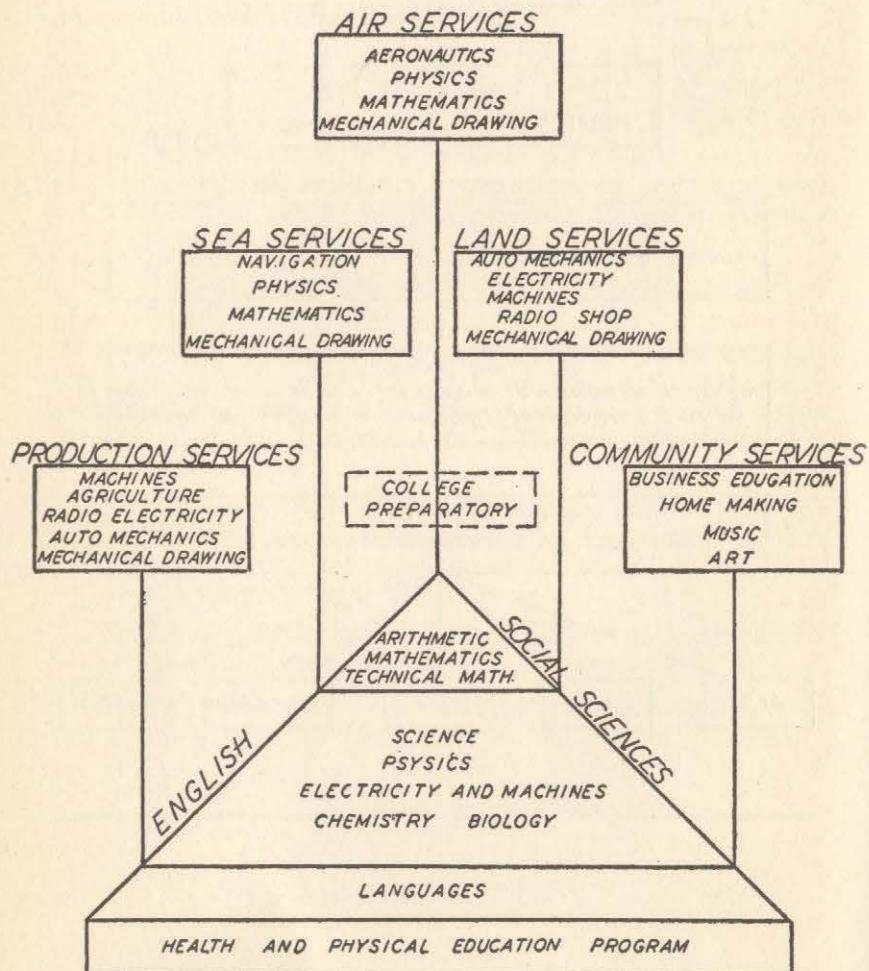
GENERAL GUIDANCE

The guidance program is more important in pupil adjustment than ever before. The changes made in the curriculum of our secondary schools and the information from governmental sources have to be interpreted to the students, so that their plans can be competently laid and adjusted. The school must be so organized that each student can receive adequate help in meeting the new demands, solving his problems of adjustment, and planning for the future.

As a part of the guidance organization, each class (sophomore, junior, and senior) has two counselors, one for the girls and one for the boys. Each counselor helps the students in their school adjustments and with their war-time problems. This special help is provided in addition to that given by all members of the faculty. Each class is divided into a number of smaller home room groups. Each home room has a teacher-adviser who helps the students in this smaller group with their individual problems. One important phase of the guidance program is the aid given to students in selecting pertinent courses from the various subject offerings of the school. Under war-time conditions and particularly in inaugurating the new program, this matter of subject choice is VITAL.

VICTORY CORPS EDUCATIONAL PROGRAM

BLOOMFIELD HIGH SCHOOL



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BLOOMFIELD

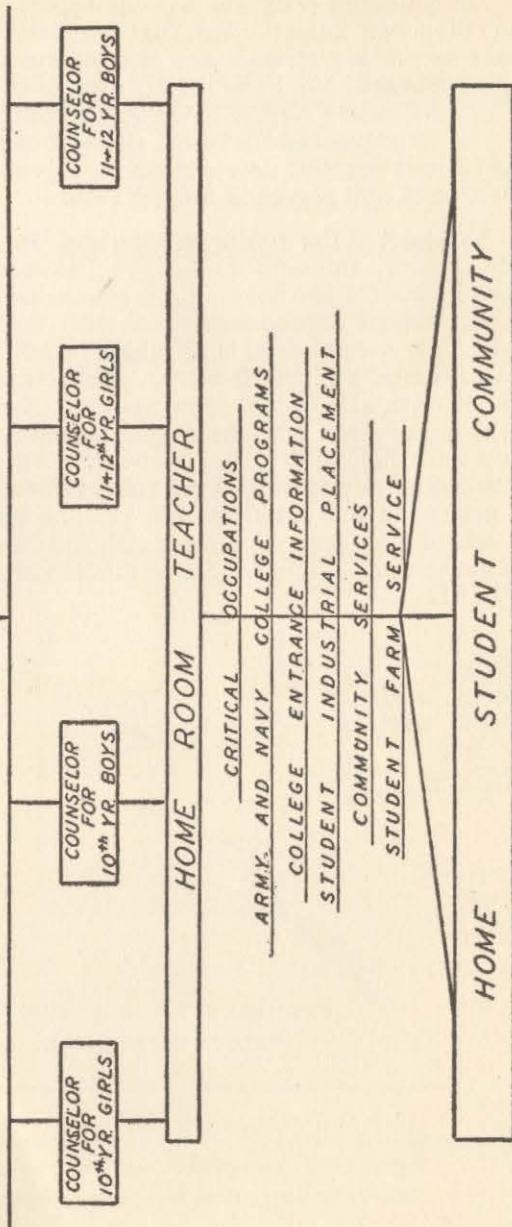
PRINCIPAL

DIRECTOR of
VICTORY CORPS

VICTORY CORPS

HIGH SCHOOL

GUIDANCE



English Department

Integrated Course in United States History and
American Literature

Speech

Industrial Arts

Automotive Mechanics

Mechanical Drawing for Girls

Mathematics Department

Basic Mathematics

Physical and Health Education

This course has been extended to five periods per week with greater emphasis upon physical fitness, including work on the Commando Course located on the Green.

EDUCATIONAL PROGRAM

In order to insure the functionality of our program and to meet wartime demands, new courses have been introduced and general revisions of existing ones made. In addition, our visual education has been expanded to include as much as can be handled in the time available. The subjects treated in this visual program were selected so that each phase of the Victory Corps was made more meaningful. Shortcuts to mastery have been made through this medium. The new courses introduced are given below:

Business Education Department

Business Management

Elementary Machines (Business Machines)

Advanced Machines (Business Machines)

General Clerical Practice

Elementary Office Practice

Science Department

Fundamentals of Machines
Fundamentals of Electricity
Fundamentals of Radio
Senior Pre-flight Aeronautics
Navigation

Social Science Department

Global Geography
Wartime Consumer Problems
Integrated Course in United States History and American Literature.

By action of the Board of Education, United States History has been made a requirement of all students for graduation.

SCHOOLS AT WAR PROGRAM

Perhaps no single phase of work done in our schools has had a more general effect and aroused the efforts of more people than the Schools at War Program. This program, introduced by the United States Treasury Department, was an all-inclusive program, involving all things done by the schools in the war effort. This successful enterprise involved the cooperative efforts of all schools; public, parochial, vocational, and the Bloomfield College and Seminary. Ably assisted by the Bloomfield Savings Institution, under the leadership of Mr. Willard W. Miller, a weekly program of sales of War Bonds and Stamps was established. This program has supplanted the Schools Savings Program which has been in our schools since 1921.

The school population of Bloomfield is about 5% of that of Essex County, and our boys and girls purchased and sold between 15% and 20% of the total amount sold through the schools of Essex County. \$321,855.55 worth of bonds and stamps was purchased and sold by the students in the seventeen schools of our town. All schools had from 90% to 100% monthly participation of the students and were awarded the Minute Man Flag for this achievement.

This program was not centered solely around the sale of bonds and stamps. It included the study and promotion of many new phases of school undertakings, such as:

1. A study of community services and how schools could cooperate in the war effort.
2. The Victory Corps Program as instituted in our secondary schools.
3. The consideration of new horizons and the resulting changes in academic programs of all levels of training, college level, senior and junior high school levels, and the elementary school level.
4. Salvage program—one school collected over 150,000 tin cans for salvage.
5. Expansion of physical education and health program so as to promote better health and physical efficiency.
6. A study and evaluation of our schools through the cooperative efforts of the teachers and the administration.
7. Community service through Junior Red Cross, Office of Civilian Defense, and other agencies.
8. Book Drive.
9. Building of model airplanes for the Navy.
10. Farm work, student service, Victory Gardens.
11. Rationing—a study of results, procedure and home making.
12. Collecting of materials for our soldiers in camps.
13. Open House—schools open to the public that they might see our contribution to the war effort.
14. Scrap Book—each school kept a scrap book of its activities in the Schools at War Program. Three were selected to be exhibited in a state-wide exhibit in Trenton, and the high school scrap book was one of those selected to represent New Jersey in a national exhibit at Washington.
15. Training workers for war industries and for services needed in the war.
16. Protecting children and property.
17. Sustaining the morale of children.
18. Maintaining intelligent loyalty to American Democracy.

PRINCIPALS AND SUPERVISORS

The principals and supervisors are to be commended for their educational leadership throughout the year. Many of the policies established and constructive changes made grew out of the discussions of the numerous meetings of this group. Because of their grasp of the problems confronting our schools, we may expect continuous improvement in our educational offerings, thereby enhancing the advantages of every boy and girl in our system.

DEPARTMENT CHAIRMEN AND TEACHERS

Too much tribute cannot be paid to this large group for their outstanding cooperation in making our school program function. Through their united efforts new courses of study have been made, existing ones have been revised, and constructive procedures instituted. The smooth functioning of our whole school program was a result of their understanding and wholehearted effort in carrying out their assigned duties.

DEPARTMENT OF HEALTH EDUCATION

Since to the school is assigned a large part of the educative process, particularly in the formative years of childhood and youth, education in health becomes a direct responsibility of the school. A health guidance program is essential. Day by day observation by teachers, periodic health examinations, and health histories are necessary to discover children who have conditions which are detrimental to themselves or others. Whenever such conditions are found, appropriate steps must be taken to eliminate them.

Accordingly our health program has been organized to make health instruction an integral part of the school curriculum in all grades. A new course of study in physical education in the elementary schools has been completed during the past year. On the secondary level greater emphasis is now given to the health program than ever before.

During the year the school physicians have examined and re-examined 5503 students and 1360 conferences were held with teachers, social workers, and parents. In addition to this, 1068 visits were made to homes, clinics, hospitals, doctor's office and special calls for nurses. Conferences and advice by telephone calls totaled 467 cases, and 952 inspec-

tions were made by the nurses. First aid to accidents, treatments and advice given totaled 7240 cases. Special physical examinations recommended by the nurses and teachers to the doctors totaled 1535. Those excluded from the school totaled 2750.

The dental report is as follows:

Total number examined	2638
Number in poor condition	115
Number needing attention	1295
Number in good condition	1343

During the year the school dentist had 330 patients and 1189 appointments. The total number of general and special treatments, filling, extractions, cleanings, etc., was 2413.

SCHOOL ENROLLMENT

DAY SCHOOLS

Net Enrollment 1942-1943

No. 1—High School	1,807
No. 2—Berkeley School	466
No. 3—Brookside School	347
No. 4—Center School	285
No. 5—Brookdale School	493
No. 6—Carteret School	522
No. 7—Fairview School	298
No. 8—Watsessing School	344
No. 10—Liberty School	60
No. 11—Franklin School	265
No. 12—Demarest School	337
Junior High School	1,566
Total	6,790

ENROLLMENT BY YEARS

1873	796	1909	2688
1874	874	1910	2751
1875	887	1911	2966
1876	931	1912	3174
1877	957	1913	3372
1878	1034	1914	3550
1879	1015	1915	3738
1880	817	1916	3933
1881	860	1917	3962
1882	924	1918	4290
1883	908	1919	4307
1884	905	1920	4372
1885	964	1921	4301
1886	981	1922	4697
1887	972	1923	5007
1888	998	1924	5215
1889	1046	1925	5429
1890	1008	1926	5655
1891	1036	1927	6034
1892	1124	1928	6543
1893	1161	1929	6803
1894	1187	1930	7086
1895	1408	1931	7334
1896	1382	1932	7547
1897	1477	1933	7756
1898	1643	1934	7720
1899	1678	1935	7915
1900	1760	1936	7801
1901	1774	1937	7873
1902	1972	1938	7833
1903	2102	1939	7716
1904	2153	1940	7663
1905	2247	1941	7291
1906	2425	1942	6987
1907	2562	1943	6790
1908	2629		

FINANCIAL STATEMENT

Bloomfield, N. J., July 1, 1943

To the Board of Education:

Ladies and Gentlemen:

I hereby submit the Annual Financial Statement of the Board of Education of the Town of Bloomfield for the school year ending June 30, 1943.

RECEIPTS

Balances, July 1, 1942, as follows:

Current Expenses	\$ 46,909.42
Repairs and Replacements	479.03
Manual Training	437.31
Library	131.44
Capital Outlay	12,769.40
	<hr/>
Received from State—Current Expenses	\$ 190,957.09
" " Town—Current Expenses	666,861.00
" " Town—Repairs and Replace-	
ments	41,600.00
" " Town—Manual Training	13,789.00
" " State—Manual Training	5,525.30
" " State—School Libraries	120.00
" " Town—School Libraries	2,750.00
	<hr/>
	\$ 921,602.39

Received from Other Sources:

Tuition	\$ 12,905.00
Sale of Supplies, fines, etc.	906.11
Rental of School Buildings	2,478.50
Sale of Manual Training Supplies	168.52
Sale of Maintenance Supplies	437.07
Sale of Library Books	132.04
	<hr/>
	\$ 17,027.24
	<hr/>
	\$ 999,356.23

DISBURSEMENTS

Current Expenses:

Administration	\$ 24,037.29
Teachers' Salaries	654,085.92
Clerks' Salaries	20,456.93
School Supplies, Office Exp. & Stationery.....	12,901.54
Text Books	10,078.24
Janitors' Salaries & Wages Other Employees	70,033.82
Janitors' Supplies	5,554.61
Fuel, Light & Power	52,854.74
Telephone Service	2,732.87
Attendance Officer & Supplies	3,044.31
Medical Inspector, Nurses' Salaries, etc.	17,641.66
Tuition	2,088.67
Insurance Premiums	11,161.47
Transportation	13,631.46
Cafeteria Directress	2,375.00
Athletic Coaches	4,535.00
Pensions	1,310.07
Community Centers	2,501.14
	<u>\$911,024.74</u>

Manual Training:

Teachers' Salaries	\$ 13,950.75
Materials & Supplies	2,182.97
	<u>\$ 16,133.72</u>

Library:

Books	\$ 2,780.69
	<u>\$ 2,780.69</u>

Repairs and Replacements:

Buildings	\$ 35,542.76
Grounds & Walks	617.50
Educational Equipment	1,461.62
Engineers' Equipment	943.77
	<u>\$ 38,565.65</u>

Capital Outlay:

Junior High School, etc.	\$ 7,528.61
	<u>\$ 7,528.61</u>
	<u>\$976,033.41</u>

Balances in Hands of Custodian, June 30, 1943:

Current Expenses	\$ 9,992.38
Repairs & Replacements	3,950.45
Manual Training	3,786.41
Library	352.79
Capital Outlay	5,240.79
	<u>\$ 23,322.82</u>
	<u>\$999,356.23</u>

Respectfully submitted,

FRANK J. HOCHSTUHL, JR.

Secretary, Board of Education

CALENDAR FOR 1943-1944

BLOOMFIELD PUBLIC SCHOOLS

Sept. —Schools open Wednesday, Sept. 8th.....	17 days
Oct. —No Holidays	21 days
Nov. —No School—Election Day, Tues., Nov. 2nd	
—No School—Thanksgiving Day & day after,	
Nov. 25th & 26th	19 days
Dec. —Close Thursday, Dec. 23rd	17 days
Jan. —Open Monday, Jan. 3rd	21 days
Feb. —No Holidays	21 days
March—No Holidays	23 days
April —Close Thursday, April 6th	
—Open Monday, April 17th	14 days
May —No School—Memorial Day, Tues., May 30th	22 days
June —No Holidays	
Schools close Friday, June 16th	12 days
	<u>Total 187 days</u>

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